Ed) pivoted from in-person to virtual nutrition education classes. Virtual nutrition programs have been found to be effective among certain demographics. Additionally, virtual classes may be a preferred mode of SNAP-Ed nutrition education delivery.

**Objective:** The objective of this needs assessment was to compare the level of interest in in-person and virtual nutrition classes, as well as several online platforms among SNAP-Ed eligible Utahns.

**Study Design, Settings, Participants:** An electronic survey was sent to eligible Utahns through a listserve of current SNAP recipients, a SNAP-Ed e-newsletter, and links posted on SNAP-Ed social media platforms. Survey respondents were asked to report demographics, preferred frequency and duration of classes, and electronic device use and access barriers. Respondents also ranked six preferred modes of delivery including in-person, Facebook Live, YouTube, Zoom, Canvas, and other.

**Measurable Outcomes/Analysis:** Descriptive statistics were collected and analyzed. Responses to questions about class duration and frequency, virtual platforms, and electronic device use were compared among age groups, ethnicities, gender, and rurality. Respondents ranked six modes of delivery on a scale of 1-6 (1 = most preferred; 6 = least preferred) and mean scores were calculated.

**Results:** Two-hundred sixty-nine individuals completed the survey. In-person classes were ranked as the most popular mode of delivery (mean = 2.57) followed by Facebook Live (2.77), YouTube (2.84), Zoom (2.97), Canvas (3.89), other (5.73). In-person classes were ranked highest among most subgroups, however virtual classes were most popular among respondents aged 18-24 & older than 35. Respondents most selected weekly (49%), 45-minute classes (33%) as the preferred frequency and duration. Seventy percent reported no barriers to internet access.

**Conclusions:** The results of this assessment suggest that virtual education may be a valuable tool to reach certain subgroups of SNAP-Ed eligible Utahns. However, given the expressed preference of in-person classes, virtual education should be used as a supplemental approach to traditional group classes.

**Funding:** Supplemental Nutrition Assistance Program - Education

---

**P092 Assessing the Face Validity of Revised Behavioral Evaluation Questions for Adolescents With Low Income**

Veronika Hajduczka, Rutgers University, Division of Life Sciences; Graham E. Bastian, RDN, Rutgers University, Department of Nutritional Sciences; Debra M. Palmer-Keenan, PhD, MEd, dkeenan@njaes.rutgers.edu, Rutgers University, Department of Nutritional Sciences, 26 Nichol Ave, Room 204, New Brunswick, NJ, 08901

**Background:** The Expanded Food and Nutrition Education Program (EFNEP) provides nutrition education to low-income adolescents in grades 6-12; however, EFNEP's current adolescent evaluation questions were not rigorously tested, and the 2 resulting surveys were not validated. A national EFNEP Older Youth Evaluation Workgroup was formed with the charge of revising the questions and validating one survey for all EFNEP adolescents.

**Objective:** To assess the face validity of 14 revised evaluation questions for EFNEP adolescents.

**Study Design, Setting, Participants:** One interviewer conducted structured Zoom interviews with 14 EFNEP-eligible adolescents from 4 states (CA, NE, NJ, WV). The interviewer used talk-aloud, probing, and paraphrasing techniques; as described by Townsend, 2006; to assess adolescents’ understanding.

**Measurable Outcome/Analysis:** Two researchers independently coded the data in Microsoft Excel using a template analysis. Coders discussed all coding discrepancies until 100% agreement was reached.

**Results:** The sample consisted primarily of middle schoolers (64%), with an even split between boys and girls. Half the questions (7/14) were correctly comprehended by all participants. Interviews suggested some prudent question wording changes, e.g. “sugary drinks” instead of “sugar-sweetened beverages;” and “cook” instead of “prepare” food. Adolescents provided appropriate examples for most behaviors; however, when prompted to define “separating raw meats/eggs from ready-to-eat foods,” a great deal of confusion arose. Furthermore, it became clear that one question compounded the assessment of food resource management and food preparation frequency, (i.e., “How often do you make your own snack or meal instead of purchasing one in order to save money?”), preventing adolescents from choosing an appropriate response, as many prepared these foods, but not for the purpose of saving money.

**Conclusions:** More interviews are needed from a diverse EFNEP-eligible sample to achieve data saturation and determine the question wordings best understood by low-income adolescents. Iterative revisions to the survey questions will be done until adolescents understand them as intended by the EFNEP workgroup.

**Funding:** None

---

**P093 Assessment of Interactive Virtual Teaching Approaches Implemented by Maine SNAP-Ed in Response to the Pandemic**

Julia Fantacone, BA, MPP, PMP, julia.fantacone@altarum.org, Altarum, 2000 M St NW, Ste 400, Washington, DC, 20036; Brenda Wolford, MS, RDN, Altarum; Brent Walker, MS, RD, Altarum; Patricia Dushuttle, MA, State of Maine DHHS—Office for Family Independence

**Objective:** To examine a variety of virtual teaching modalities implemented by Maine SNAP-Ed Nutrition Educators and to establish promising practices.

**Use of Theory or Research:** The COVID-19 pandemic resulted in the abrupt transition from in-person to virtual delivery of SNAP-Ed classes, yet efficacy of online inter-